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Pupil Premium Strategy Statement

River Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	22.3
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governing Body
Pupil premium lead	Mary Veale
Governor / Trustee lead	Anthony Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,760
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£13,368
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£118,128

Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged children:

- To provide quality first teaching and narrow any gap between the achievement and attainment of disadvantaged children and their peers
- Disadvantaged children have appropriate levels of academic support to dimmish differences in learning and achievement.
- To ensure disadvantaged children have equal access to a full range of school activities, experiences and opportunities in line with peers.
- To ensure that the educational experience of disadvantaged children seeks to broadening their horizons and raise their aspirations.

How we work to achieve those objectives:

- Improve first quality teaching and daily learning diet by providing appropriate training for class-based staff and for leaders at all levels
- Adapting staffing structures, grouping of children and resources to support quality first teaching and appropriate intervention.
- Monitoring attendance and punctuality specifically for this group, taking action with families to improve this where necessary.
- Access to wrap around care which extends the school day to impact positively on families.
- Providing pastoral intervention for children who require additional support for any social and/or emotional barriers to learning.
- Planning individualised support by reflecting on barriers to learning for our disadvantaged children. Seeking opportunities for intervention to close gaps and help children in this group to keep up with their peers.
- Actively seeking and providing opportunities to support the personal development of and broaden the horizons of disadvantaged children through both curricular and extra-curricular opportunities

Key Principles of strategy plan:

- Inclusivity – quality first teaching
- Appropriate resourcing, staffing and staff training
- Academic success through targeted teaching and learning
- Social, emotional and well-being support
- Equality of opportunity
- Broadening horizons – raising aspirations

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**CONTINUED INCREASE IN NUMBERS** Since the beginning of the coronavirus pandemic in March 2020 the school has seen a steady increase in the proportion of disadvantaged children (rising from 9.5% of the school roll in November 2019 to 18.5% in November 2020 and 22.9% now.) Historically, the school has had a small percentage of PP eligible children on roll compared to Kent schools and nationally, above the Kent average and only slightly below the national average.
2	**SCHOOL CLOSURE PERIOD – DISRUPTION TO LEARNING** The school closure period disrupted the learning experiences for children in KS2. This has been significant in delaying some of the developmental milestones, particularly socially and emotionally.
3	**MOBILITY** Approximately 20% of our PP eligible children did not start at the school at the beginning of their Reception year compared to 10% of all children on the school roll.
4	**EXTERNAL BARRIERS/FAMILY CIRCUMSTANCES** - Many of our PP eligible children are identified as having some kind of SEMH need. - Many families have experienced some sort of financial hardship which affects their access to participation in extra-curricular activities. - In some cases, parental experiences at school can negatively impact the relationship with the school. This can affect motivation and or aspirations of children.
5	**MULTIPLE VULNERABILITIES** School has a higher percentage of PP eligible children with multiple vulnerabilities, including approximately 30% of these children with SEND compared to 18.5% of all children on roll. Of the PP eligible children with SEND, 21%% have an EHC plan. The identified special educational needs of our PP eligible children relate to SEMH, speech & language, social communication, listening & attention and cognition & learning. We have PP eligible children with a specific medical need and a number of our PP eligible children being monitored for SEN.
6	**ATTENDANCE** Average attendance for PP eligible children is below that of all children, 91.84% compared to 94.24% whole school in 2022/23. 16.7% of our PP eligible children had attendance below 90% in 2022/23 compared to 14.6% of all children on roll.
7	**LANGUAGE** A number of children in our Specialist Resource Provision are PP eligible. Some of our disadvantaged children have limited oracy skills. Some of our disadvantaged children also use the local dialect which does not use all the grammatical structures of Standard English.
8	**PEDAGOGY** There are a number of cognitive barriers to PP eligible children's ability to retain knowledge. The school recognise the challenges of cognitive overload for children and the range of needs which can affect the way children process information i.e dyslexia, processing.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure all PP eligible children are able to participate fully in all aspects of school life	• Increased number of disadvantaged children accessing extra-curricular activities including extra-curricular clubs and peripatetic music lessons • Children have access to wrap-around care before and after school. • Children are directly invited and funded to attend additional opportunities. • All disadvantaged children are given access to the range of experiences across the curriculum, including trips, visits and visitors. • Disadvantaged children have improved attendance to sustain attendance at or above school target for all children (96.5%) • Pupil voice evidences disadvantaged children's engagement in all areas of school life • Planning for PP children in all activities so that resources are provided to ensure fair access. This could be through learning resources (manipulatives) or through access resources (waterproofs for forest school).
To accelerate the progress of PP eligible children in reading, writing and maths to be at least in line with that of their peers with similar academic starting points	• Pupil progress reviews show that teachers are carefully planning, adjusting and reviewing their support for PP eligible children which is having an impact. • Where children need additional support teachers are planning effective intervention, to ensure the PP eligible children keep up with their peers. • Year 1 and 2 phonics screen will show diminishing difference • In school data shows increased percentage of disadvantaged children making better or expected progress • EYFS, KS1 and KS2 assessment data will show a diminishing difference • Additional provision reviews show a positive outcome • Annual reviews for disadvantaged children with EHC plans will show accelerated progress towards/meeting/exceeding of targets
To ensure all PP eligible children have access to a broad and balanced curriculum which seeks to broaden their horizons	• Medium term plans exploit opportunities beyond the national curriculum. For example, Forest School, trips and inviting visitors to the school. • Pupil conferencing shows a wider range of examples given when asked what they enjoy about school • Additional provisions and interventions are timetabled so that disadvantaged children attending these sessions continue to experience the wide range of subjects offered. • Curriculum planning and extra-curricular activities show opportunities to develop the cultural capital of our disadvantaged children
RECOVERY PREMIUM To ensure the impact of the school closure period on PP eligible children is minimised	• The school have used available resources to carefully plan and adapt teaching and learning for affected cohorts. For example, changes to provision for Year 3, Maths teaching and learning across the school and making end of year expectations clear to all staff. • In school data shows increased percentage of disadvantaged children making better or expected progress • Additional provision reviews show a positive outcome

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD FOR TEACHING STAFF 1. Teaching of writing 2. 'Thinking hard' relating to Bloom's Taxonomy 3. Scaffolding learning including 'My turn, our turn, your turn' 4. Effective feedback 5. Coaching – SLT release 6. Bespoke SEN training including AET training and internal training by SENCo 7. Training for EYFS staff in 'effective communication strategies	**'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'** EEF School Planning Support May 2021 **'promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes'** EEF Guidance Report October 2021 **'high quality teaching is essential to promoting social mobility and closing the attainment gap'. Reason for success highlighted as 'investing in teachers' professional development'** Ofsted Evidence Report **'good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities'** Ofsted Evidence Report **'communication and language are fundamental to every aspect of young children's thinking and learning. The rate of children's development depends on their interactions with adults. Every interaction between a practitioner and a child is a teaching opportunity. The quality of interactions is likely to be more important than the quantity'** Ofsted Best Start in Life Research Review 2023	1-8
CPD FOR TEACHING ASSISTANTS 1. Teaching of writing 2. 'thinking hard' relating to Bloom's Taxonomy 3. Scaffolding learning including 'My turn, our turn, your turn' 4. Effective feedback 5. Bespoke SEN training including AET training and internal training by SENCo 6. Training for EYFS staff in 'effective communication strategies	**'Ensure TAs are fully prepared for their role in the classroom.'** EEF Guide to making best use of teaching assistants September 2021 **'Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback'** Kent Pupil Premium Select Committee	1-8

TEACHING ADAPTATIONS 1. Review the timetable for maths to allow for prompt intervention where needed 2. Focused group teaching for English and Maths in Year 3 3. Explicit vocabulary instruction through guided reading sessions and word of the day (academic vocabulary) 4. Embed EYFS curriculum adapted in light of recent changes and ensure environment develops and grows with the children	**1. "Assessment provides teachers with information about what pupils do and do not know… This informs the planning of future lessons and the focus of targeted support."** **"Effective feedback will be an important element of teachers' response to assessment."** **"Teachers address misconceptions."** EEF Improving Mathematics in KS2 & 3 **2. "Allows teachers to develop new skills and approaches…Increasing the amount of high-quality feedback or 1:1 attention learners receive"** ***(20 learners or fewer)*** EEF Teacher Toolkit : Reducing Class sizes **3. 'The range of vocabulary within texts provides purposeful and varied opportunities for language development. Following introduction to this rich vocabulary, a breadth of opportunities to hear, embed, and use new language is crucial to enable the child to then use it precisely when expressing themselves'** EEF Improving Literacy in Key Stage 2 **"all pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for … pupils from disadvantaged backgrounds"** EEF Toolkit: Oral language intervention **"Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment"** EEF Guide to the Pupil Premium **4. 'A high-quality early education is particularly beneficial for children from disadvantaged backgrounds'** Ofsted 2023 **Outlines the importance of 'an incessant focus on quality early years teaching'** DfE Cracking the code: how schools can improve social mobility 2014	2-8
PERSONALISED LEARNING Classroom staff identify barriers to learning for disadvantaged children in pupil progress meeting November. Personalised strategies are identified for improvement. Quality end of year transition to ensure barriers are continually minimised or eliminated	**"Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments'** Supporting the Attainment of Disadvantaged Pupils – DFE	2-7
ACCELERATED READER Accelerated Reader used as a whole school approach to promoting reading and build reading skills competence	**"targeted reading aloud and book discussion with young children"** **"explicitly extending pupils' spoken vocabulary"** **Rather than phonics:** **"children aged 10 or more require a different approach such as comprehension"** **"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not over-whelming challenge"** EEF Teacher Toolkit: Successful approaches	2 3 5 7

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
TEACHER LED PHONICS INTERVENTIONS	**'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'** EEF Toolkit	2 3 5 7
PHONICS INTERVENTIONS across KS1 and KS2 Intensive focused phonics intervention for children who are not meeting age age-related standards in phonics	**"Phonics is particularly beneficial for younger learners"** EEF Teacher Toolkit: Structured Phonics **"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not over-whelming challenge"** EEF Teacher Toolkit: Reading Comprehension Strategies **"greater feedback from teacher", "more sustained progress", "work closely matched to learner need"** EEF Teacher Toolkit: Small group tuition **"Successful Strategies: Paired or small group additional teaching"** Supporting the Attainment of Disadvantaged Pupils – DfE	2 3 4 5 7
CPD FOR SPECIALIST RESOURCE PROVISION STAFF 1. Developing a coherent curriculum for multi-age class 2. Phonics intervention and support 3. Maths NCETM prioritisation materials	**'Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology'** EEF Pupil Premium Menu: Evidence Brief 1. **'It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.'** EEF Toolkit: Oral Language Interventions 2. **'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'** EEF Toolkit: Phonics 3. 'Priority is given to those areas covered by the ready-to-progress criteria from the DfE guidance.	2 3 5 6 7 8

	These areas are given more time and appear earlier in the year' (NCETM)	
WRITING INTERVENTIONS 1. Regular writing interventions help the lowest 20% PP children to achieve in writing lessons. Staff work closely together so support directly links to the writing cycle. Pre-teach, mid-teach and post teaching interventions. 2. Small group support with SPAG to assist them in understanding conventions such as: sentence composition and sentence structure. 3. Talk for Writing interventions for children to verbalise ideas and practice sentence rehearsal.	**'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.'** EEF toolkit small group tuition. Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: collaborative learning activities where pupils can share their thought processes; reading books aloud and discussing them, including use of structured questioning; and pupils articulating their ideas verbally before writing. EEF – Improving Literacy in KS2	2 3 4 5 7
READING INTERVENTIONS 1. Daily 1:1 reading intervention for disadvantaged children who are in bottom 20% of readers within each class 2. Regular 1:1 reading support for disadvantaged children who are not making progress in line with age-related expectations	**"carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not over-whelming challenge"** EEF Teacher Toolkit: Reading Comprehension Strategies **"greater feedback from teacher", "more sustained progress", "work closely matched to learner need"** EEF Teacher Toolkit: Small group tuition **"Successful Strategies: Paired or small group additional teaching"** Supporting the Attainment of Disadvantaged Pupils – DfE	2 3 4 5 7
MATHS INTERVENTIONS Small group intervention for disadvantaged children who are not making progress or attaining in line with age-related expectations	**"greater feedback from teacher", "more sustained progress", "work closely matched to learner need"** EEF Teacher Toolkit: Small group tuition **"Successful Strategies: Paired or small group additional teaching"** Supporting the Attainment of Disadvantaged Pupils – DfE	2 3 4 5
EDUCATION PSYCHOLOGIST Educational Psychologist commissioned to undertake cognitive assessments where appropriate. Subsequent report used to adjust provision	**"Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments'** Supporting the Attainment of Disadvantaged Pupils – DFE	3 4 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
REVISED BEHAVIOUR POLICY 1. PROACT SCIPr CPD for class-based staff 2. Policy revised, communicated and implemented in line with Paul Dix research 3. Mainstream core standards CPD	**'More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management'** DfE Supporting the attainment of disadvantaged pupils **'When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.'** EEF Toolkit: Behaviour Interventions	1-5
PASTORAL SUPPORT 1. Pastoral team to support identified children directly or through support of class-based staff 2. Staff CPD via Nurture UK 3. Develop understanding of the importance of relationships through transitional activities and CPD	**"impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues…social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"** EEF Teacher Toolkit: Behaviour interventions **'increased student-teacher familiarity led to higher test scores…The benefits of getting the same teacher twice in a row were largest for minority students.'** Economics of Education Review 2018	2 3 4 5 6
OUTDOOR LEARNING OPPORTUNITIES Including embedding Forest School into the school curriculum	**'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.'** EEF Toolkit: Outdoor Adventure Learning	4 6 7
PLAY THERAPY Where appropriate, disadvantaged children have access to a period of funded play therapy within school	**"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"** EEF Teacher Toolkit **"Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments"** Supporting the Attainment of Disadvantaged Pupils – DFE	4 5 6
SCHOOL CLUBS Pupil Premium Champion and School Clubs leader promote and signpost disadvantaged children to extra-curricular clubs and opportunities. These are funded for disadvantaged children where there is an associated cost.	**"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"** EEF Teacher Toolkit	2 4 6 7
WRAP-AROUND CARE	**The government's ambition is that by 2026, all**	2 4

The school will extend the offer of wrap around care to include after school care. PP children will be prioritised and supported to attend all wrap around care at the school. Where attendance is lower – PP children will be invited and funded to attend breakfast club. Additional food available for PP children at all times when there is a need.	**parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area from 8am-6pm, so that parents can access employment and improve labour market participation.** DFE wraparound care Oct 2023	6 7
MUSIC LESSONS Pupil Premium Champion and Music leader promote and signpost disadvantaged children to peripatetic music lessons and the availability of bursaries. Support is given to families in applying for bursaries.	**"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"** EEF Teacher Toolkit	2 4 6 7
ATTENDANCE SUPPORT Headship team to work with Attendance Officer to investigate barriers to attendance for targeted group of disadvantaged families and implement support strategies. Early identification through regular monitoring helps the school identify patterns and prevent attendance difficulties becoming engrained. Continue to embed the principles of the DFE guidance materials. First day calling/Attendance meetings/home visits/unannounced attendance calling for persistent absentees	**"interventions…. are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance"** EEF guide to the Pupil Premium **'Successful strategies: Improving attendance'** Supporting the Attainment of Disadvantaged Pupils – DFE DFE -working together to improve school attendance	6
PHYSIOLOGICAL NEEDS Classroom staff ensure all children have the items required to meet their physiological needs with the school providing these where necessary	**"Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments"** Supporting the Attainment of Disadvantaged Pupils – DFE	4 6
CURRICULUM ACCESS & ENRICHMENT Where disadvantaged families cannot afford to make full voluntary contributions to curriculum visits, experiences (visitors) and costumes, these will be part or fully funded by school	**"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school"** EEF Teacher Toolkit	2 4 6 7

PARENTAL ENGAGEMENT Promote and embed opportunities for parents to engage with the school to support their children's learning. • Phonics workshops • Stay and play sessions • Family learning sessions • Online safety • Parent support groups for children with SEND	**Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.** EEF parental engagement toolkit	1-8

Total budgeted cost: £ £118,128

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS

EYFS	GLD
All	66.1%
Boys	44%
Girls	83.9%
PP	66.7%

The PP eligible children achieved in line with the school in gaining the GLD and were slightly under national (67.2%). The Literacy strand, primarily writing was the limiting factor for additional PP eligible children achieving the GLD.

Year 1 Phonics

National	79%
ALL	86% (51/59)
BOYS	87% (27/31)
GIRLS	86% (24/28)
PPG	100% (8/8)
SEN	71% (5/7)
EAL	100% (2/2)

100% of PP eligible children achieved the expected standard. Very positive results are from the planned actions taken to improve standards in Phonics in the school. Teachers taught specific focus groups, whilst the rest of the class were applying learning previously learnt in class.

Key Stage 1

KS1	READING		WRITING		MATHS	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
National	68%	19%	60%	8%	70%	16%
ALL	70%	13%	64%	4%	74%	13%

EXS
The PP eligible children achieved in line with national and slightly below the school in Reading. In writing, children in the PP eligible group were 10% below national and 14% below school 'all pupils' group. In Maths, the PP eligible group were above National and 'all pupils' group.
GDS

BOYS	69%	10%	62%	7%	79%	10%	In reading, the PP eligible children were above the national and 'all pupils' group. In writing, no children from the PP eligible group achieved GDS. In Maths, the PP eligible group were in line below national and the school 'all pupils' group. Writing = core improvement needed for PP eligible group at both EXS and GDS Maths = core improvement needed for PP eligible group at GDS
GIRLS	71%	17%	67%	0%	67%	17%	
PPG	67%	17%	50%	0%	75%	8%	
SEN	40%	0%	20%	0%	50%	0%	
EAL	100%	0%	100%	0%	100%	0%	

Key Stage 2

KS2	GPS		READING		MATHS		WRITING (TA)	
	EXS+	**GDS**	**EXS+**	**GDS**	**EXS+**	**GDS**	**EXS+**	**GDS**
NATIONAL	72%	30%	73%	29%	73%	24%	71%	13%
ALL	73%	23%	79%	21%	69%	15%	79%	6%
BOYS	72%	31%	72%	31%	75%	19%	75%	6%
GIRLS	73%	13%	87%	10%	63%	10%	83%	7%
PPG	80%	10%	60%	0%	60%	10%	60%	0%
SEN	40%	0%	70%	0%	40%	0%	50%	0%
EAL	100%	33%	33%	0%	100%	67%	67%	0%

EXS

The PP eligible children achieved above both national and the school in GPS. In reading, writing and maths, the PP eligible group of children achieved below national and the 'all pupils' group.

GDS

Across all subjects reported, PP eligible children were below the national and 'all pupils' group.

Reading and Writing = core improvement needed for PP eligible group at both EXS and GDS

KS2	COMBINED (R W M)	
	EXS+	**GDS**
NATIONAL	59%	8%
ALL	60%	3%
BOYS	56%	3%
GIRLS	63%	3%
PPG	40%	0%
SEN	40%	0%
EAL	33%	0%

40% of the PP eligible children within this cohort were identified as having SEN and an additional 20% joined the school during KS2.

BEHAVIOUR

Our tracking systems and records demonstrate that children in receipt of the pupil premium grant display good standards of behaviour within the classroom and during playtimes. Their social skills have improved as a result of the classroom- based strategies, staffing support and pastoral learning in place. Some children with multiple vulnerabilities receive additional support for their SEN needs. Where this need type is Autism and social communication presents as a difficulty, this can impact their behaviour. However, these children are identified and are well supported through such things as social stories and adaptations to playtimes.

ATTENDANCE

- The Disadvantaged cohort's overall Absence has increased by 2.5% from 6.9% in 2021/22, to 9.4% in 2022/23.
- The Disadvantaged cohort's persistent absence has increased by 6.5% from 30.8% in 2021/22, to 37.3% in 2022/23.
- The Disadvantaged cohort's authorised Absence has increased by 1.9% from 5.8% in 2021/22, to 7.7% in 2022/23.
- The Disadvantaged cohort's unauthorised Absence has increased by 0.6% from 1.1% in 2021/22, to 1.7% in 2022/23.

Progress against intended outcomes for 2020-2023 Pupil Premium Strategy

Intended outcome	Success criteria
To ensure all PP eligible children are able to participate as fully as possible in all aspects of school life	• Increased number of disadvantaged children accessing extra-curricular activities including extra-curricular clubs and peripatetic music lessons • Reduction in use of individual behaviour records • Disadvantaged children have improved attendance to sustain attendance at or above school target for all children (96.5%) • Additional provision reviews show a positive outcome • Pupil voice evidences disadvantaged children's engagement in all areas of school life • School clubs and activities are promoted and sign-posted for disadvantaged children
There has been a small increase in the number of pupil premium eligible children accessing extra-curricular activities following providing funding for these children where there was a cost implication and sign-posting by school adults. The number and variety of clubs has been increased and has taken into consideration the needs/interests of our pupil premium eligible children. This needs to be a continued focus. Our tracking systems and records demonstrate that children in receipt of the pupil premium grant display good standards of behaviour within the classroom and during playtimes. Some of our pupil premium eligible children with multiple vulnerabilities require and receive additional bespoke support to support their behaviour both in class and at playtimes. A greater number of pupil premium eligible children are represented in other aspects of school life such as school council, eco-council, sports and house ambassadors. Attendance continues to be a significant issue for a number of our PP eligible children and will remain a focus for the school.	
To accelerate the progress of PP eligible children in reading, writing and maths to be at least in line with that of their peers with similar academic starting points	• Year 1 and 2 phonics screen will show diminishing difference • In school data shows increased percentage of disadvantaged children making better or expected progress • KS1 and KS2 statutory assessment data will show a diminishing difference • Additional provision reviews show a positive outcome • Annual reviews for disadvantaged children with EHC plans will show accelerated progress towards/meeting/exceeding of targets
100% of PP eligible children in Year 1 achieved the expected standard in 2023 as a result of planned actions taken to improve standards in phonics across the school. There were no statutory assessments due to the interruption to learning in 2020/21. School performance data for the 2022/23 academic year should be used with caution given the ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently. Achievement and progress for this group is lower than the national non-disadvantaged cohort and all pupils group in this school. Careful tracking, intervention and support is needed to ensure these children make accelerated progress.	

School performance data should be considered alongside a range of other information about the school, which could include looking at school websites, reading Ofsted reports, and speaking to the school directly. Conclusions should not be drawn on a single piece of data alone.	
To ensure all PP eligible children have access to a broad and balanced curriculum which seeks to broaden their horizons	• Pupil conferencing shows a wider range of examples given when asked what they enjoy about school • Additional provisions are timetabled so that disadvantaged children attending have equality of opportunity to curricular and extra-curricular opportunities • Increased number of disadvantaged children accessing extra-curricular activities including extra-curricular clubs and peripatetic music lessons • Curriculum planning and extra-curricular activities show opportunities to develop the cultural capital of our disadvantaged children
Staff are acutely aware of the need to timetable additional provisions in a way that does not create inequality for children in having access to a broad and balanced curriculum and equity of opportunity to access extra-curricular opportunities. Cultural capital opportunities within the curriculum and extra-curricular activities have been considered and planned for. This will continue to be a focus as need and children change. Also see above	
RECOVERY PREMIUM To ensure the impact of the coronavirus pandemic on PP eligible children's end of Key Stage attainment is minimised	• In incidents of self-isolation, partial or full school closure, all disadvantaged children have access to high quality feedback and learning, as shown by monitoring • In incidents of self-isolation, partial or full school closure, there is an increase in the number of disadvantaged children accessing live lessons and submitting learning • Vulnerable disadvantaged children have access to place at school in the event of any local or national lockdown • In school data shows increased percentage of disadvantaged children making better or expected progress • Additional provision reviews show a positive outcome
In incidents of self-isolation, partial or full school closure, all disadvantaged children had access to high quality feedback and learning, as shown by monitoring and there was a small increase in the number of disadvantaged children accessing live lessons and submitting learning. Vulnerable disadvantaged children had access to a place at school during national lockdown. Also see data above	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Boxhall Profile	Nurture UK
Speech and Language Link	Speech Link Multimedia Limited
NCETM Prioritisation document	NCETM
Insight tracking	Insighttracking.com
Spelling shed	Literacyshed.com